

COMMON SCHOOL ASSISTANT.

A Monthly Paper, for the improvement of Common School Education.

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From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant" a circulation in every family and school in the Union.

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COMMON SCHOOL ASSISTANT.

MOVEMENTS IN RENSSELAER CO.

We present, with peculiar pleasure, the following account of the proceedings of a convention lately held in Troy, for the purpose of forming a county society for the promotion of education.

The address by the Rev. Mr. Whipple, of Lansingburgh, cannot fail to be read with deep interest by every one who can appreciate the beauty of the style and the importance of the subject.

The report of Alexander Walsh on school government, we think a document worthy of the subject.

At a meeting of the friends of education in the county of Rensselaer, in convention at the Court House on the 27th January, 1837, it was

Resolved, That a committee of three be appointed to draft an address to the people of this county on the subject of education, and report at a future meeting—committee Rev. P. L. Whipple, Joseph Russell, and Alexander Walsh.

At an adjourned meeting held 24th March, 1837, at the same place, the committee reported the following address, which was accepted, and

Resolved, That Messrs. Alexander Walsh, A. Harvey, and Edward Wilson, jr. be a committee to obtain the publication and wide circulation of the address and report.

ADDRESS,

To the People of the county of Rensselaer:

In addressing you on the subject of education, we trust we are not presuming too much when we express our full belief, that your

candid attention will be given to the few reflections which may be made on this very important subject.

By education we mean the formation of the character of children, for their future usefulness to others, and happiness to themselves; for as is said by a popular writer, "in giving instruction, if we wish to make ourselves sure of its results, we must not only fill the mind, we must form the character; we must not only give ideas, we must give habits; we must make education moral as well as intellectual; we must give men great designs and good desires, at the same time that we invite them to exertion, and make easy to them the paths of laudable ambition."

With a desire of beginning at the foundation, we first appeal to parents, who by the constitution of our nature, are the first teachers of children. If this first instruction to be given by parents be neglected, all future effort by others will, in most cases, be like building upon the sand. Every parent attends with fidelity to a certain course of instruction, in teaching its child to stand, to walk, and to speak, and more especially to learn the names of visible objects around them: and in these things there is called into action not only the senses of hearing and seeing, but also a degree of mental capacity. It is generally known that the child which cannot hear cannot learn to speak and is consequently dumb, and many idiots who can see and hear, are yet unable to speak from a want of mental capacity. Why do all parents attend to these first lessons in education? Is it not because all are convinced that if these lessons are neglected, children will be unable to help themselves, and will continue to be a burden to their friends? and in this we perceive a distinction in the constitution of man from the other animal creation, admonishing us not to leave children to themselves.

Again, all parents of any reflection teach their children manual labor: what mother does not teach her little daughter to knit and sew, and to perform other necessary kinds of labor belonging to the house? what father does not teach his son to do some kind of work? if he be a farmer his little boys are seen in the field which is to them a school-house, where they learn the work of the farmer. Why is this instruction given? Is it not because if it be neglected these children when arrived to years of discretion will be unable to procure their own bread? and even before this they will be a continued expense to their parents without any return of profit. While all children with few exceptions are taught thus far in these important matters, it will be admitted by every one who reflects that something more is necessary to form a respectable and useful mem-

ber of society; something more must be taught too by parents as a foundation on which to build and render useful the instruction of the common schools, and this is the formation of *moral character*. What is it in children which in after life causes so many parents hearts to bleed, and sometimes even sends them in sorrow to their grave? It is their immoral conduct. What is it in community which causes a large proportion of our taxes, requires locks upon our buildings, and a watchfulness by day, and often by night lest our property be stolen or injured? It is the vicious habits and immoral conduct of a portion of this community. We are sure that we express the feelings of every parent, when we say that no one wishes his own child to be classed among this wicked and depredating portion of community: but how few, it is to be feared, feel the importance of teaching their children, even before they are of sufficient age to enter the common school, those principles of right and wrong which alone can secure them from the paths of evil? If children when young are not taught the evil of quarrelling with each other and the advantages of mutual kindness, of governing their passions and controlling their appetites, is it not a plain dictate of common sense from the natural connexion between cause and effect, that when they grow to be men and women, they will continue their habitual propensities and be vicious in their habits and quarrelsome members of society, ready to engage in riotous mobs and other combinations to disturb the peace and violate the rights of others? What a weight of responsibility then rests upon parents into whose hands is placed the power of directing the young and tender mind into the path of virtue?

An objection is sometimes brought against the education of the schools because it is said that the more any one knows, the more ingenuity he will display in devising mischief. As far as there is any foundation for this objection, it arises from a want of moral instruction: it is knowledge and virtue united which fits any one to become useful in society; and if it be asked why is this? It is because man is a moral being, capable of improvement: while the bird builds her nest, and the beaver his house, and the squirrel lays up in store for winter by instinct without instruction, and the first nest which is made is as perfect as any subsequent one, man alone of the whole animal creation, requires instruction even to build his house, and can it be supposed that his moral character will be formed for good without instruction? Let every parent then feel that children are to be taught first at home, and in obeying the divine precept to bring up children in the way they should go, we are only carrying out the same principle on

which we act in teaching our children to walk and speak, and to know the names of objects around them.

Urging therefore upon all parents the necessity of early moral instruction as a foundation for the future welfare of their children, we next call the attention of all to the importance of the common school.

Let the ascertained fact, that nineteen in twenty of all our children must rely upon the common school for an education, be borne in mind, and it will be seen that these schools claim the peculiar patronage of every patriot and philanthropist, as well as of every parent. The state of society in its relation to popular education is entirely changed since the invention of printing; before this invention oral instruction was necessary, and special attention was given to it, but far otherwise now. Information is spread through the press, books abound, newspapers are circulated to a far greater extent than in any other country, and in no other is the press so free as in our own, and therefore is it mighty in power to do good if the people are instructed; but how can information be gathered from books and papers, without knowing not only how to read the words in our language, but to understand the meaning of these words?

Information is also extended, and the most important truths explained and enforced by means of public speaking, but how can this reach the understanding of the hearer and move his affections, if it be of a moral and religious tendency, unless the hearer be will instructed in the meaning of language? The experiment has been thoroughly tried by numerous missionary establishments in different parts of the world, until it is now admitted by all, that it is only in connexion with schools for elementary instruction, that these establishments can effect their great and benevolent design: every child therefore which is brought up without being educated, and that in a manner beyond the mere reading of words, is thrown out of the reach of being benefitted by means of the press, which is in active operation, and is designed to produce a powerful influence in every department of knowledge.

The peculiarity of our government pleads in a most commanding voice in favor of general education. Our constitution, which discards all hereditary distinctions, declares all to be born equally free, secures to all the right of voting for our rulers, and opens its offices of honor and trust to all those, who may secure the favor of the people at the ballot boxes, gives us rights which are held dear to every American citizen. But how are our sons to be qualified to exercise these rights without being educated? How can the voter judge of the qualifications of candidates for office without knowledge? How can he be a free voter without virtue to resist bribes and to act for the best good of his country? We boast of our right of trial by jury, but what will become of our property or persons before a court, unless jurymen and witnesses possess virtue and intelligence? More especially in reference to offices of trust, the man who by the neglect of his parents or otherwise, has been deprived of an education, is excluded from promotion, when perhaps his natural talents may be

greater than many who are appointed to such offices. The theory of our favorite constitution then cannot be carried into practice without general education to form the character of every child in our land upon the principles of virtue and intelligence. The interest therefore of every reflecting citizen must be enlisted to raise the character of our common schools. Let there be in every district a united effort, and it will be successful in dispelling the clouds of ignorance and vice.

Hoping that such an effort will be made, we would make a few suggestions for the improvement of schools.

1. Let commodious buildings be provided, pleasant in their location, conveniently seated, well ventilated, lighted and warmed; and to secure this, let every parent and friend of education in the district go into the school-house when the children are assembled there and simply ask the question, is this a place where I should be willing to spend six hours in the day.

2. Let competent teachers be selected. It is truly surprising how little attention is often paid to this. If any mechanical work is to be done the best mechanics are selected, and a bungler in any trade is left without employ, but often is a teacher of the common school employed with but little inquiry into his competency; he is received perhaps, because he proposes to teach at a low price. You would not entrust your watch to a bungler if he should offer to repair it for nothing, and why will you entrust your children to an incompetent teacher? Is not your child of more value than your watch? and is not the injury ten fold greater when the child is made worse instead of better, as he will be by being sent to an unqualified teacher? Look well then to the qualifications, moral as well as literary, of him to whom you are about to entrust the care of your child, and thus show that your paternal affection is guided by a sound judgment and discretion.

But it may be said that qualified teachers cannot be procured; and what is the reason of this? It is because they are not paid: young men have no inducement held out to encourage them to qualify for teaching. It is a melancholy fact, that in most school districts there is an unwillingness to give the school master as much wages as is given to the common laborer on the farm, or in the workshop, and until this evil is removed, it will be in vain to expect that a sufficient number will be educated in a manner to fit them for teaching.

Exertions are now making under legislative enactment to prepare teachers. An appropriation of money has been made to eight academies in the state for this purpose, but these exertions will fail unless the people generally are induced to give their encouragement by paying a more liberal compensation to the school-master. It is their interest to do so, for the scholar's time is lost while he is sent to an unqualified teacher, and one year's instruction under a good teacher is better than half a dozen under a poor one.

After our children are placed under the care of a competent teacher let us not forget them ourselves.

Here again there is a strange inconsisten-

cy in parents paying so little attention to schools, when they are found so carefully inspecting those whom they employ to perform any mechanical or other manual labor: and is not one important reason why children themselves are found so little interested in their school, to be found in the fact, that they see their parents uninterested? Let schools be visited; let children see that those to whom they are accustomed to look for an example are interested in the school, and their ambition will be aroused, their improvement will be proportionally increased.

There is another point to which we would call the attention, and that is the discipline of the school. Discipline is indispensable for two reasons; one is, the scholar will not learn without it; and the other is, it is a fundamental principle in the formation of moral character. Great often are the perplexities of the teacher to govern his school, and these in most cases arise from a want of co-operation on the part of parents, and in some cases from the actual hostility of the parent to the good government of the child. Co-operate with your teacher then in the discipline of the school, for as "order is heaven's first law," so unless it be found in a school, no good will be received by any child who is sent there.

Before closing this address we wish to appeal especially to those who have no children of their own to educate, and who may hence conclude that they have no interest in common schools. As patriots and philanthropists, all have a deep interest in them: for what has already been said of the importance of general education to the welfare of our common country, affords a strong reason why every citizen should be interested in schools, and be willing to contribute his money to sustain them. Upon what principle is any tax levied upon a community? Is it not because the object to which the tax is appropriated is for the general benefit of the whole? Wherein then does the school tax differ in principle? Is not the whole community benefitted by general education? Let it be understood that by education we mean that which forms the moral as well as the intellectual character of the educated. Is it not for the good of all to have the amount of crime diminished? According to tables which have been taken, more than three-fourths of the convicts in our two state prisons have either received no education or a very imperfect one. "After the school system of Prussia had been in operation fourteen years, the proportion of paupers and criminals had decreased 38 per cent."—(Cousin's Report.)

You are lessening your other taxes by paying the school tax: but in a more direct way the school properly conducted from its moral influence is an insurance office for the safety of your property. How much every year does the farmer, the merchant and the mechanic lose by the depredations of the thief and other vicious members of community! Therefore whatever tends to lessen these losses is so much insurance on property. Pay liberally therefore to the common school and take an interest in its being well conducted, if you would enjoy your possessions in greater security and promote the prosperity and happiness of your country. By patronising

the common school we promote in the most effectual way our academies and colleges, for by general education the talents of many children are elicited and they are stimulated to enter the higher seminaries of learning, when they would be left in ignorance were it not for the common school. The fact of the great number of students in our colleges from the New-England states is a full illustration of the truth of this remark.

Finally, let schools be supplied with the best selected books. There is often an unwillingness to purchase suitable books for children who are sent to school. There is as much reason in sending a man into your field to cut down your grass without a scythe, as to send a child to school without books. These are the implements of the scholar's trade; they should be of a good quality, and of all the expenditures for a family none returns so good a profit as that which is paid for useful books for our children; for give a child the means of acquiring knowledge, and the taste which is given at a proper school will lead the child to resort for information and amusement to books, and thus the habit of reading may secure it from vice and misery.

As this address has been prepared from a desire to promote the general good, we respectfully ask a candid investigation of the subject on which it treats; and if we would see our country rising in all its institutions, let us attend with fidelity to all the children within its borders. Educate them by imparting useful knowledge to their minds and instilling virtue in their hearts, and our labor will bring blessings upon our declining days, and upon generations yet unborn.

Respectfully submitted to the convention.

P. L. WHIPPLE,
JOS. RUSSELL,
A. WALSH, } Committee.

Report of the Committee on School Government.

It may seem, in many respects, that government is, in all cases, the same thing; that is, the exercise of power to prevent the vicious from doing wrong, and the good from suffering wrong. Yet experience teaches, that the different stages and different situations and circumstances in life, require different modes and almost different principles of government.

In civil society, where the reasoning faculties of the individuals are fully developed and cultivated, and the mind duly informed, scarcely any government would be necessary; but when the public mind is uncultivated and ignorance prevails, and especially where vicious habits exist, a vigorous government is necessary.

Wherever a body of individuals are associated for a joint or associate purpose, an organized system of action becomes indispensable; such is the case in an army and on board a ship, and such is equally the case in a school. In the two former, subordination is necessary, with such regulations as to produce the greatest physical force; but in the latter, where the object is the expanding and cultivating the tender germ of intellect, of training the reasoning powers into correct and vigorous action, and fitting and preparing the infant and the giddy youth, by knowledge and by habits, for the greatest possible de-

gree of effective usefulness, and consequently happiness, a system of government becomes necessary, peculiar to itself; and without such a system, the time and money spent in schooling children are poorly applied.

In childhood impressions are easily made and longer retained than those made at a more advanced period. And if good impressions are not made in season, evil impressions will be the consequence. In an ill-governed school, the vicious habits and examples of each pupil will serve to contaminate all the rest, and the increase of vice will of course, be in the compound ratio of the number of pupils. A child would be better kept at home with all its own bad habits, than be sent to such a school.

The principle which forms the basis of republican government, that every man is capable of reasoning, and consequently of governing himself; and that all authority emanates from the people, will be seen, upon a moment's reflection, to be wholly incompatible with the government necessary in a school; as one of the first objects which brings the child to school is to learn to reason correctly, and regulate its future conduct by the principles of right and wrong, and as it ought to be an indispensable duty to the teacher to instruct the pupil in the principles of self-government, his authority must be absolute.

But as it is the business of the teacher to instruct the pupil, and of the pupil to learn to reason on the principles of moral justice, every exercise of his authority, either in commanding, in re-warding, or in punishing, ought to be a practical illustration of the principles he teaches.

Every pupil capable of knowing any thing, ought to be made to know that it comes to school to learn what is necessary to its future usefulness, and to believe that the teacher is capable of instructing it, and also that it cannot be taught unless regular system and perfect good order are maintained.

One of the first and most important duties of a teacher is to make a judicious classification of his school according to merit, and without even the shadow of partiality; and the same regard to merit ought always to regulate promotion, from a lower to a higher class; and no reasonable pains ought to be spared to excite a laudable ambition to merit. In all cases of promotion, amiableness of deportment and correctness of moral character ought to have their due weight.

When a school is duly classed, every pupil should be taught that the slightest interruption of perfect order is a hindrance to learning, and to consider that the smallest unnecessary breach of order is an insult, not only to the teacher but to every pupil in school.

In every school there ought to be a system of laws and regulations, written in concise and plain language, which ought to be hung up in the school-room, and read aloud at least twice a month; this little code should point out clearly the duty of every pupil, and a specific penalty for the breach of each duty, and also, appropriate rewards for those who excel either in acquirements of knowledge or in amiable deportment.

A monitor should be selected for each class, whose duty it should be to note in a

little book, a specific number of bad marks for every breach of the laws, and of good marks for every meritorious act—and the office of monitor should be held in rotation, according to merit; and the debit and credit of bad and good marks should be settled at proper intervals; and in case of any intentional false account from partiality or ill-will of the monitor, such monitor should incur the penalty mischarged, and be disfranchised holding from the office, for a time.

By such a code, every child will know its duty; and no child ought to be punished without fully understanding the nature and magnitude of its offence, and the justice of the punishment.

By this system, it will be seen, even by the pupils, that though all authority is vested in the teacher, yet, that the teacher himself is governed and bound by the principles of strict justice, which is paramount to all other authority.

A teacher should never be seen by his school to be under the influence of any passion but that of impartial love for his school. A pupil will make little or no proficiency unless it loves its teacher, its school and its study. To cultivate this love in a proper manner is one of the most important requisites in a teacher, and there are few cases in which it may not be effected by proper management.

One of the most important things to cultivate in the mind of a child, is self-respect, not haughty pride, but a sense of its own importance in the scale of being, and that every one else has a right to feel the same. This should be one of the first objects with every teacher. If the child is duly taught to respect itself, it will respect the teacher, who is employed for its benefit. Above all things no child should ever be made to believe that it is naturally perverse; many children have been led to ruin by the practice, both by teacher and parents; let a child be frequently told it is bad, and that nothing good can be expected from it, and fifty chances to one it will become so, even if it were not so before. The celebrated Mr. Lancaster states, that it was always his policy to endeavor to raise the ambition of a bad child, by pretending confidence in it which he did not feel; and that he has reclaimed many a bad boy by making him a monitor.

"He that spareth his rod hateth his son." "The rod and reproof giveth wisdom." The parental rod thus justly commented on by Solomon, may be lent to the teacher, his pupils must understand he keeps a rod. If corporeal punishment must be resorted to, let it be applied with great caution; the criminal ought not to be punished before the school, but for crimes common to many of the pupils.

ALEXANDER WALSH,
ALEXANDER M'CALL, } Committee.
A. HARVEY.

At the close of the convention, the committee appointed to prepare a constitution for a "County Education Society," made, through their chairman, a report, which was accepted.

Messrs. Bulkley, Anthony and Brush were appointed a committee to nominate the officers of said society, on whose nomination,

R. P. Hart, of Troy, was chosen president; Joseph Russel, of the same place, first vice-president; Alexander Walsh, of Lansingburgh, second vice-president; A. Harvey, of Brunswick, third vice-president; the other vacancies of vice presidents, one from each town in the county, to be supplied by the committee. The committee of Messrs. Anthony, Rev. P. L. Whipple, Brush, Hardaway, and Raymond—secretary, E. Wilson, jun.; and treasurer, George B. Glendinning.

MOVEMENTS IN OSWEGO CO.

A common school convention was held at Mexico, on the 22d ultimo, when a county education society was formed, for the especial purpose of improving common schools.

Among the number of spirited resolutions that were passed, are the following:

Resolved, That it is the duty of every individual in community, male and female, to lend their aid to the cause of common school education.

Resolved, That in the estimation of this convention, the Common School Assistant, published in Albany, is well calculated to promote the interest of common schools; we therefore recommend it to a place in every family in the Union.

Resolved, That the selection of "Useful School Books," published by J. G. Taylor, Esq. at the depository, 80 State-street, Albany, be recommended to the examination of trustees, inspectors and teachers of schools in general.

Resolved, That with the different branches now taught in our schools, we would recommend that teachers qualify themselves, and make their pupils acquainted with the duties to be performed by the different town and county officers, and the organization and powers of the state and national government, believing that every young man entering upon active life, should be qualified to discharge the duties of a citizen.

Resolved, That this society adjourn to meet at the Presbyterian meeting house in New-Haven, on the first Tuesday of September next, at 10 o'clock A. M.

The following address, published in the "Oswego Palladium," has been received since the preceding was sent to the press. It is concise, able and to the point. We bespeak for it the undivided attention of our readers.

Fellow-Citizens:—The undersigned, having been appointed a committee at a meeting of the Oswego County Education Society, held at Mexico on the 22d instant, to prepare an address to the inhabitants of this county on the subject of education, and the improvement of common schools, respectfully submit to your consideration the following.

You cannot but be aware that while our country has been marked by a gigantic growth in the facilities of public improvement, and while prosperity has crowned almost every enterprise of our rapidly increas-

ing populous state, education and the cultivation of the mind, have been too much neglected. The mass of our population, though alive to schemes of speculation, and enthusiastic in their exertions after wealth and personal aggrandizement, have never sufficiently interested themselves in the great work of improving the morals and facilitating the means of mental cultivation. It is truly astonishing to behold this nation, on which the eyes of surrounding states and empires have been turned either in favor or suspicion; with the history of the long catalogue of republics that have fallen in quick succession before us, and with the startling conviction that we too must follow in their course to dissolution—groping our way through the mists of superstition, unless we build our hopes and our liberties upon the sure foundation of intelligence and virtue.

Those only who have contemplated the benefits, and experienced the pleasures derived from a thorough knowledge of the important branches of education, can appreciate the full force of these remarks; and it is to their philanthropy, public spirit and patriotism, we look for co-operation in a work which promises to lay waste the abodes of ignorance, and to superstruct upon their lonely ruins, the noble edifice of intelligence—the lofty pillar of our national constitution.

Education is the vital principle and the fundamental element of genuine independence. We may boast of our liberties, and of the excellency of our government and its institutions, but unless the people are intelligent and moral, there is no hope in the permanency or duration of any of the blessings which we at present enjoy. Let the period arrive when the electors of our country who are illiterate or uninformed, unite with the dissipated and reckless, and our boasted liberty would be suspended by a slender thread. Of its final complete prostration, not a doubt could exist. We might as well expect the rose to flourish among the icebergs of the South Pacific, or the christian religion to be diffused under the dogmas of superstition, as rational liberty to exist in a country where the mass of the population are ignorant, or unrestrained by moral principle; for what will men care for civil and religious freedom, who are themselves the slaves of ignorance and vice.

The importance of education among all classes, in a government controlled by the people, is obvious to all who are familiar with the history of nations. The grand reason why so many republics have failed in the experiment of democracy is, that they have set sail without a compass or a chart to guide, and have been lost in the mists of ignorance and superstition, or foundered upon the shoals of licentiousness. We therefore urge upon you, as individuals composing part of a nation trying (if it fail) the last experiment to determine whether man is endowed with the capacity for self-government, to remove every obstacle which would endanger our liberty. Do not say that our country cannot be ruined. The same causes which have destroyed the liberty of other nations, may also destroy ours. Already fearful forebodings threaten us.—Ignorance has been making a rapid progress

in many a neighbourhood in almost every county and state; and we may rest assured, that should it continue to be nourished by aspiring demagogues, and by the very institutions which should be the guardians of our liberties, the period is not remote when not one stone in the beautiful and magnificent edifice of American independence shall be left upon another.

Wherever ignorance predominates, vice will also predominate; and in the same proportion that we become vicious, we shall lose our regard for rational freedom—our boasted liberty would become licentiousness—and finally, no government could succeed but that of absolute despotism. This is no fiction—and to raise a barrier to this fearful crisis, there is but one alternative—the improvement of our common schools. It is here that nineteen-twentieths of our population obtain the foundation and *ultimatum* of their scientific knowledge; it is here that the moral, political and literary character of our nation is shaped; and it is from these nurseries that we must look for the future protectors of our independence—the guardians of our civil and religious institutions. As we contemplate this subject it assumes a momentous importance, and its claims to the fostering aid of every lover of his country, to us appear irresistible.

It is generally conceded, that our common schools, with but few exceptions, are in a miserable condition. Many schools, instead of being nurseries of science and morals, are the receptacles of vice, and almost every thing that is bad. It is often at our public schools, that the morals, the manners and the tastes of our youth are corrupted; it is here that they often acquire evil habits—become averse to study and reading, (except it be light, unprofitable trash,) and with these, there is a train of evils following, from which, if not eradicated are to be feared the most direful consequences. There is a want of feeling on this important subject, that is truly astonishing. We can apply ourselves to other matters—investigate their results—trace their causes and effects, while the most superficial attention is scarcely given to the important subject of education.

Some few individuals have undertaken the task of rendering more efficient the common school system. They have become aware of the dangers to which our supineness is exposing us. The Common School Assistant has been established and circulated among the people for the purpose of arousing them to the importance of the subject. Other periodicals are ready to co-operate in the work, provided their readers would listen to such discussions, and not pass them over as dry and uninteresting.

That the common schools are not what they should be, is a fact demonstrated, not only by their condition, but from the consideration that they do not answer the end for which they were designed. They propose to take nineteen-twentieths of the youth of our country from the commencement of their elementary studies—to carry them through the various branches of English science, and to give them such knowledge of the world and its business transactions, as shall fully prepare them for any and every station which they, in the allotment of

Providence, or the partiality of their country, may be required to fill. But how little do they answer this end! Very few youth who attend no other than the common school, know any thing of the practical applications of literature. They may learn it is true, to spell a few words embodied in the elementary books, but of the mass in the common vocabularies, they know nothing. Not more than one in a hundred, in the art of reading, ever become sufficiently accomplished to be fit to be heard either before a public assembly, or in the domestic circle. They may learn to pronounce, but it is done very indistinctly, and the whole of their reading is a mere sing-song, or sounding of words. Grammar, which is but the science of language, founded upon plain philosophical principles, in many of our schools is made the routine of conjecture. Arithmetic is not applied to practical uses; and Geography is only the iteration of unmeaning verbiage. These branches form the sum total of what is taught in most of our common schools, and in ALL the knowledge gained, in most cases, is very superficial! How many, wholly through them, are fitted to transact the common business of life! None of the social duties are taught—few habits of correct thinking are acquired, and no systematic course of study is adopted calculated to lead the mind to a relish for the higher branches of scientific knowledge. Nothing of the agricultural or mechanical arts, or of the manner of doing business in the various departments of social and domestic life, are attended to. In short, almost every thing which helps to make the man, is entirely overlooked.

But these schools are not what they may be. The obstacles operating against their efficiency can and must be removed. They need only to be pointed out, and the minds of an intelligent and virtuous community brought to bear upon the subject, and we shall see them exalted to a rank among the first schools in the world. We believe the system, although thus far ineffectual, is admirably adapted to the wants and conditions of the people. If public sentiment were what it should be—if light could be spread abroad—the moral stupefaction which prevails so universally among parents on this subject, could be removed—the importance of employing competent teachers justly estimated—if indeed all who are interested in the promotion of literature, whether laboring or professional men, would engage in the enterprise—then might we see our common schools prosperous, and knowledge springing up in every corner of our highly favored land.

An Education Society has been formed in this county for the purpose of improving common schools, and elevating the standard of education in general; and it is to your intelligence, your virtue and benevolence, that we now appeal for effort and co-operation. One of the greatest evils operating against this system of education, is a deficiency in competent teachers. But few engage in the business with the expectation of making it their profession. Indeed, teaching, which should be considered one of the most honorable and important allotments of professional choice, is made a

mere step-stone to other more lucrative, though less responsible callings. The pecuniary compensation is so very trifling, that, considering the perplexities and inconveniences which teachers are obliged to undergo, together with the responsibility of the calling, few who are competent are willing to engage in the business. This defect has brought into our schools all the evils which we have mentioned, and we cannot expect them to be eradicated until the wages of teachers is proportioned to the importance of their employment. This is a consideration to which we would particularly invite the attention of parents and guardians. Is it a matter of no importance that your children, while young, should be placed under the care and protection of persons in all respects qualified? Do you not consider that

"Just as the twig is bent, the tree's inclined?"

—that the teacher is shaping the moral and intellectual character of your own dear offspring, and that their future happiness, usefulness and respectability in society, depend much upon the instructions given them in school? The destinies of your children are immortal, and if their minds are moulded and shaped to a right course, the effect will be perceived and sensibly felt through life. But if, instead of this, you suffer the seeds of idleness, vice and infidelity to be sown, you are laying the foundation for their future wretchedness, misery and disgrace.—The first step, then, in this important undertaking, is the ample remuneration of qualified teachers. Let sufficient inducements be offered, and we shall see our schools supplied with competent instructors—men who have the gift to teach, and are willing to devote their time and their attention to their calling. Do not say that the task of a teacher is so light, he can afford to spend his time for wages commonly offered. We have the incontrovertible testimony of the thousands who have had experience on this subject, that there is no employment which requires more energy, more care, and more labor of mind, than the education of youth. The whole is a continued scene of mental and corporeal exercise.—The expense also necessary to prepare a person for the occupation, is a sufficient reason for raising the compensation of teachers, and is a sure proof of the importance of the station. With as much propriety might a man enter upon the duties of any other profession, without having had a previous knowledge of its practice, as to undertake the task of instructing and shaping the immortal minds of youth without the necessary qualifications. Teachers cannot impart that to their scholars, of which they themselves are not possessed; and before they commence the business of public instruction, they should not only have a thorough knowledge of reading, writing, arithmetic, grammar and geography, but they should also be familiar with the history of their country, and its present condition.—They should understand the constitution of the United States, and of their own state—the duties of the various officers of government, and the manner of their appointment. They should understand natural and moral

philosophy, physiology, astronomy, chemistry, and the higher branches of mathematics. Book-keeping should also be well understood, and taught to children of both sexes.

We believe that common schools can be so elevated that in them can be received instruction in all the branches we have mentioned. We acknowledge this to be a high stand. But when we consider the intellectual qualities of man—that it is his cultivation that elevates him so much above inferior, and allies him to the higher order of beings—when we consider the noble part which he is to act in the history of the world—he responsibilities resting upon him, involving the most vital consequences, we cannot conceive that the means of his acquiring knowledge can be elevated too high.

The committee cannot conclude without urging upon their fellow-citizens of this county the importance of an effort in the work already commenced, and to which we have invited your attention. There must be adopted in our schools a thorough, systematic course of study—one that will serve to expand the mind and ennoble the man. Inspectors can do much in relation to this point. It is their duty to visit schools at least once a quarter, to examine into their condition, and to make such suggestion for improvement to the trustees and teachers as they shall think proper. Let them recommend a uniform system of books, and discourage the practice of the so frequent change of teachers. This would destroy the necessity of parents being required so often to furnish a new set of books to gratify the fancy and self-conceit of a new instructor.

Finally, we would commend to your favor a text book, published by Luther Pratt, of Mexico, entitled "An exposition of the constitution of the United States." We believe it a work worthy of introduction, not only into our common schools, but into our family libraries, and should be made the study of the old and the young.

L. H. PARSONS,
A. SKINNER,
G. G. HAPGOOD,
A. B. PALMER.

MOVEMENTS IN DUTCHESS CO.

On Thursday, the 13th of July, the association formed in this county for the improvement of common schools will have a convention at the village of Pine Plains. We understand that Prof. Potter, of Union College, and Mr. E. Fay, of the New-Paltz Academy, have been invited to attend and deliver lectures. We have not yet learned whether they had concluded to accept the invitation, but we hope they will, as their presence will contribute greatly towards drawing a large audience together. Much interest and spirit have been manifested by the friends of education in this county. The editors of the county papers have been very influential in awakening and enlightening public sentiment upon the subject. Able discussions have occupied the public prints on the best methods of teaching and governing. We anticipate that there will be a numerous attendance at the convention, and

that the society will be increased and rendered more efficient. It has been in contemplation to employ an agent in the county, whose business it shall be to visit schools and teachers, and to arouse public feeling and public action with regard to those important but humble and neglected institutions—the common schools. A commencement has already been made. There is an improvement in the size and structure of the school-houses, an advance in teachers' wages, and many district libraries have been formed. Dutchess will take a high stand with Rensselaer, Oswego, and the other leading counties. H.

MOVEMENTS IN NEW-JERSEY.

Our readers will be much pleased with the extracts we make below from a very able report. Perth Amboy has set a good example.

The object of a report is two-fold: to give an exhibition of what an association has accomplished, and an outline of what it would wish accomplished.

Shortly after the appointment of the board, they took measures for the establishment of a public reading-room; one has accordingly been fitted up in a style that does some credit to the place, and affords an opportunity to the young men of the town of spending their evenings in profitable reading and study, and gives them access to some of the most judicious newspapers and periodicals of the day. It is with no ordinary satisfaction that we are able to testify to the interest manifested by a goodly number of our members, in availing themselves of the benefits of the reading-room.

Connected with the reading-room, the board have made a commencement towards a substantial library. They have procured a commodious suit of book cases, and by donation, purchase, &c. they have secured to the association access to nearly six hundred volumes. * * *

After mentioning a philosophical apparatus, museum, cabinet, &c. which they had procured, they go on to say,

Finally, your board, conscious of the truth of the ancient adage, "Possunt quia posse videntur," *they are able, who think they are able*, to accomplish any valuable undertaking, early determined to ascertain how much of *soul* existed in the association—how much, not of profession, but of bona fide capital it possessed—whether in fact we had organized an association for the mere name and credit of the thing, to be in fashion with our neighbors; or because we *needed* one, and would, and therefore could make it meet that necessity? Accordingly the board set on foot an immediate effort to secure if possible, a *course of weekly lectures, essays and discussions* on topics of general interest, for the rational amusement and solid improvement of their fellow-members and fellow-citizens: and it gives them peculiar pleasure in being able to state, that triumphant success has crowned their efforts. Between thirty and forty lectures and essays have been delivered, and debates upon astronomy, electricity, geography, physiology, political economy,

animal magnetism, chemistry, &c. with suitable experiments and illustrations. With but one exception the lecturers, &c. have been members of the association. We solicited aid from abroad, but relied upon ourselves; our audiences have steadily increased, and the interest even now is evidently augmenting.

How much good has resulted from the same, time will show. But one thing is demonstrated by the experiment of the past year, *that no lyceum can fail, until it has been criminally unfaithful to itself*. When its members have put forth those united and persevering energies, and thoroughly tested their own capabilities, then, and not till then, should they give over in despair, because foreign aid and patronage cannot be secured. We have gained confidence in our own power, and shall not hesitate to continue to push onward in the path we have so encouragingly trod. * * *

The next extract is well conceived.

A Cabinet.—Who does not admire that public spirit that loves to throw a peculiar interest around the place of our nativity or adoption? Who would not wish to have it in his power to interest his friends, and enlarge the pleasures and courtesies of social intercourse? And what more innocent and manly mode, than taking our friends to the depository of ail that is peculiar, rare or curious in nature or art—a public museum? And what more ready mode could towns and villages adopt, to cherish the kind feelings of acquaintanceship, and the pleasant remembrances of citizenship, than by having some depository where their present or former representatives travelling in their own or other countries, might frequently send rare shells, birds, fish, plants, minerals, coins and other curiosities, as mementoes and keepsakes, that a place they once called "*home*" had not yet faded from their memories? Such, fellow-citizens the Philanthropic Association wish their infant cabinet to be. Will you lend a kind, a helping hand? Will not our *boatmen, watermen, and coasters* remember our cabinet, and send us whatever may be common to them, but rare and interesting to others? We shall thankfully receive any thing of the kind, from any and all who will unite with us in creating a public cabinet—a town museum. * * *

Why should not the people bestir themselves and hail with alacrity and pleasure any and every instrumentality that can create and disseminate *knowledge*? Why should lyceums, those orbs and foci of light, only exist in name, in nineteen-twentieths of the towns throughout our state? Is it because they make a draft upon the mind and purse for a paltry fragment of the amount of both, so cheerfully lavished at the political hustings of every town and county election. And why shall our *state legislators* manifest the same sensitiveness to take up the subject of education, as though the cholera or some other more deadly plague were concealed in it? Is not their backwardness on this *first* of subjects, as ominous as it is suspicious? Is there no ground for suspicion that in their opinion, more *knowledge* would only qualify their constituents the more intelligently and promptly to scan their defects, and concen-

trate the people's judgment for mal-administration at the ballot-box?

If our legislature will not move in the imperious work of a state reform on the subject of public education, *why should the sovereign people hesitate? We hold our destiny in our own hands*. Let the people of New-Jersey form town and county lyceums, and discuss their present system of education—examine its defects—collect light and facts on the subject, make up our mind as to what we want, and demand, nay, command attention—*have a change—and become as enlightened as we are free*. One lyceum in every town, could effect this most desirable object in two years. Fellow-citizens shall it be done? Indifference and inaction on this subject is as sure and effective a decision, as the most prompt and manly enlistment for the contest. In the hour of revolutionary peril the recreant traitor's pusillanimity and treachery told as certainly as the ardent patriot's valor or vote. There is, there can be no neuter, where not an inch of neutral ground exists. The man who is indifferent to reform and improvement in our common school system—the endowment and establishment of the *people's college*, virtually votes away their power of self-government, which is based upon popular intelligence; and shows an indifference to, nay, a preference for, a government of force—a government of swords and bayonets; as only such a government is befitting an ignorant and heartless people. Popular ignorance is a sure and speedy passport to popular degradation. Popular ignorance, and the subjugation of a people; popular intelligence, and the freedom of a people, are as indissolubly connected as cause and effect. Indeed, a despotism is a blessing to any people without a soul, and the sooner we have one, stern as the iron age of Lycurgus, the better, unless the *American people* in their waning sovereignty and disgraced majesty, can be roused to a man to *put eternally down mobs and lynchings*, those fatal cancers and leprous spots upon the vitals of our national polity, and indelible stains of blood which shall cause the pages of our civic history to blush to the end of time; and inflexibly determine, *that the rising generation shall be taught purer principles and better manners*. God never designed that idiots or brutes should rule men or mind. * * *

J. F. HALSEY,
C. S. BUXTON,
T. WAIT,
B. MAURICE,
S. ANDREWS.

Board of
Directors.

NEW-ENGLAND SCHOOLS.

The following, in relation to the New-England schools, should be read aloud in the hearing of every miserable demagogue in this great commonwealth, in his every attempt to keep in ignorance the children of the state. Here is a picture of democracy worth having—a democracy that raises the child of the wood-sawyer above the son of the president of the republic. We feel proud in being a native of such a state, and nothing would give us a greater pride than to see the state of our adoption, the state where our children are to be reared, likewise a land of free schools—schools where the rich and the poor will be educated together.

Aristocrats and worthless men dread an enlightened common people. They know that aristocracy will vanish before the general diffusion of knowledge, "like dew before the rising sun." They know that falsehood and vice cannot fatten upon the spoils of office, in an enlightened community. Ignorant, vain, and puffed up boobies, will not run for governor, members of congress, and members of the state legislature. The poor, sensible and virtuous man, will be preferred to the silly, dishonest demagogue, or the bloated empiric, or to purse proud insolence. Those who are opposed to a system of common schools, are enemies to civil liberty. When this country was under Great Britain, the royal governor of Virginia declared, that "free schools were a nuisance. That from them sprang all the rebellions or heresies in politics and religion;" and he was right. The common school-house must stand in every neighborhood, as the light house of freedom and the bulwark of liberty.—*Pa. Intell.*

A correspondent of a southern paper speaks in the following terms of the public school system of New-England—of which, above all her other admirable institutions, her people have just cause to be proud.—*Balt. American.*

The school-houses of New-England have been called the fortresses of New-England. You see them in the country every two miles or less, on almost every important road—and every body knows, or ought to know, that New-England is cut up with roads—half roads—I was going to say. These free schools, where the poor are educated at the expense of the rich, I verily believe, give that peculiarity of which I have spoken, to the Yankee nation. They arouse and stimulate whatever of intellect there is in a man. They foster enterprise and emulation. They educate to a certain extent all the people. Hence New-England men have the benefit that education always gives—the ardent thirst for knowledge and for intellectual and moral achievement. They aim high and reach high. Work they must or starve, for the soil is not the bountiful giver of the fruits of a soil under a southern sun,—the climate is cold,—the summers are short,—and then comes growling November, and fiercely raging winter, with its ice and its storms, so that one man then eats up from October to May what may be gathered the rest of the time. Thus necessity demands the exercise of every faculty, and our free schools teach all, how to use them to the best advantage.

In the large towns and cities every thing is done that can be done to stimulate and arouse the boy. The most perfect equality exists in all the schools. The poorest boy in the school feels as high and proud as the son of the richest. "You do not mean," said Gov. Barbour of Virginia, after visiting the superb free schools of Boston, which he admired very much, "that these schools are free?" "Indeed I do," said the school committee man. "You remember the boy that got the medal in the class we have just examined, and the boy that lost it? The first is the son of that wood sawyer there, (pointing to a man who was sawing wood in the street,) and the second is the son of John Quincy Adams, the president of the United

States." The Virginian stared in astonishment at a spectacle like this, and no longer than the other day I was at the school dinner in Boston—a dinner given to the boys who have won the medals for superior scholarship—and a long table, extending the whole of Fanuel Hall, was filled up with—as bright and spirited boys as can be found on the face of the earth—two-thirds of whom I was told were from the poorer or middle classes of the city. The mayor addressed them, and toasted them as "the jewels of Boston." Old Fanuel Hall rang with thunders of applause. The lieutenant governor of the commonwealth boasted that he was educated in the same schools. The tables were filled with distinguished men, educated in the same manner, among whom was DANIEL WEBSTER, the boy of a free school, and a schoolmaster himself. The stimulus these boys then received, they will never forget until the day of their death. It is an era in their lives—it is an impulse which will move them in every thing—it is a pledge that they will never be false to themselves nor their country. * * *

TO OUR AGENTS.

Each agent is requested to send us a statement of his efforts and observations on the following points:

- 1st. The names of the places visited.
- 2d. The condition of the schools in each place.
- 3d. The interest the people feel in common education.
- 4th. The number of subscribers obtained to the Common School Assistant in each place.

Lastly. We wish agents to give us the number, town and county of the districts that introduce the Useful School Books.—We intend to publish the statements which our agents may send us. Below is the report of G. Gifford, an enterprising agent.

From the Newburgh Telegraph.

MR. EDITOR—Having recently performed a journey through the county of Orange, and the southern part of Dutchess, and lectured at some of the principal places, upon the subject of common school education, I consider it a duty, due alike to the cause and to counties, to lay before the public an impartial statement of the reception with which I met, and the degree of interest manifested by the inhabitants of the different places in behalf of the cause in which I was engaged.

And to designate the time and place of my appointed lecture; show the relative interest and feeling of the people, of the respective places; the number of subscribers to the Common School Assistant; the condition of some of the schools; and more particularly, to do justice to those active individuals who proved themselves most ready to co-operate with an effort to advance the improvement of common schools, I have adopted the following method, which is on the principle, that "Honesty is the best policy."

The times and places of my lectures, &c. &c. are as follows:

ORANGE COUNTY.

New-Windsor, on the 26th April. Mr. Corwin and Dr. Chapman politely rendered their co-operation. General feeling on the subject—favorable. Condition of the school—A teacher of talent but of little interest. 6 vols. of the Common School Assistant were subscribed for.

Canterbury, 27th. The Rev. Mr. Silliman and Mr. Barrett co-operating. Feeling—want of unity. Condition—deplorable. 20 vols.

Salisbury Mills, 28th. Messrs. Caldwell and Oakley co-operating. Feeling—favorable. Condition—ably conducted by Mr. Moffatt. 8 vols.

Washingtonville, 29th. Mr. Clark, the teacher, co-operating. Feeling—unfavorable. Condition—below par, the teacher striving to raise it. 6 vols.

Goshen, May 1st. Dr. Horton and Messrs. Wells and Swezy, co-operating. Feeling—indifferent. Condition—not visited, vacation. 9 vols.

Middletown, 2d. Mr. Denton and most of the citizens who knew my business, co-operating. Feeling—a very warm interest. Condition—large school, conducted by a young lady, earnest in the discharge of her duty. 21 vols.

Phillipsburgh, 3d. Col. Wm. Phillips and J. S. Goldsmith, co-operating. Feeling—a growing interest. Condition—much room for improvement. 18 vols.

Montgomery, 4th. Col. J. C. Wilbur, Hon. C. Borland and Messrs. Smith and Moore, co-operating. Feeling—suffocation. Condition—vacation.

Walden, 5th. Storm prevented the lecture. Messrs. Neafie and Scofield, co-operated. Feeling—excellent. Condition—vacation, teacher absent. 6 vols.

Newburgh, 6th. O. M. Smith, Rev. Mr. Johnson, and editor of the Telegraph, co-operating. General feeling—indifferent.—Condition—not visited. 30 vols. by the perseverance of O. M. Smith.

DUTCHESS COUNTY.

Johnsville, Fishkill, 8th. Messrs. Montross and Ingraham, and Dr. White co-operating. Feeling—some division in sentiment, but a growing interest. Condition—ably conducted by Mr. Ingraham. 7 vols.

Stormsville, 9th. Did not lecture by reason of rain. Nobody co-operated. Feeling—miserable; their maxim is, "much learning is dangerous!" Condition—old fashion to the core. 0 vols. They boast of having the best soil in the county.

Manchester, 11th. Mr. T. Brinckerhoff, who manifested excellent feeling, co-operated. General feeling—indifferent. Condition—not visited for want of time. Mr. T. B.—h, 1 vol. I hope his neighbors will borrow it.

Verbank, 12th. Messrs. Germond and Vails co-operated. Feeling—a warm interest. Condition—not visited for want of time. 24 vols.

Freedom Plains, 13th. H. C. Disbrow, Esq. and Mr. B. Vermilyea co-operated.—Feeling—division of sentiment and rather indifferent. Condition—room for improve-

ment; frequent change of teachers. 9 vols.

This statement, though plain, I believe from the feeling evinced, is impartial and just; and I have the strongest confidence that the people generally of the county of Orange, stand ready to act in the work which is now commenced; that of improving schools in the state of New-York. Yet there are some exceptions, and if Montgomery is found among them, I have only to say, that it doubtless was as great a disappointment to me as it may be to any other person; for in addition to the known fact, that Montgomery was the favored place of the 2d senatorial district, and designated by an annual appropriation of \$400 by the legislature, as a *nursery* for training and educating *Common School Teachers*, I had been advised by distinguished gentlemen of two neighboring counties, as I was about entering upon the journey, to first go to Montgomery Academy, and consult the *interested faculty* of that institution, as to the arrangement of my tour, who, doubtless, would be ready to encourage any effort made to elevate the character of Common Schools.

But if my effort has been attended with any favorable results, it is fortunate that I did not; for had I first called there, with expectations high, as were naturally excited by its character abroad, and not with feeling so much the reverse as that evinced when I did call, it would have proved a complete discouragement, and I should have returned with going no farther. The teachers were not only absent in the evening, but did not publish the lecture in the school as requested by the gentleman to whom I directed the notices.

To Newburgh, Montgomery and Goshen: Do not, though you have flourishing literary institutions of a higher order, consider the district schools beneath your notice; or that you have nothing to do with them, or that the elevation of common schools will operate against the interest of academics.

For you have much to do with them; the people of your surrounding country look to you as the organs and pioneers of the county; whatever you do, gives tone to their decisions and direction to their action. Stand forth, therefore, as prominent actors in the common cause of common school improvement.

G. GIFFORD.

HUDSON RIVER SEMINARY, Columbia County, N. Y.

Principal, Rev. D. M. Smith, A. M.

An additional department is in contemplation for the *education of teachers of common schools*; embracing a preparatory course of three years. For such a department the institution is deemed to possess superior advantages on account of the excellence of its location, and the facilities that can be afforded to those entering this department to enable them to meet the necessary expenses. The course of instruction in this, as in the other departments, will be thorough, and such as must meet every reasonable expectation.

Arrangements are contemplated for the de-

livery of lectures on natural philosophy, astronomy, chemistry and mineralogy, and also on horticulture and agriculture.

As soon as practicable, attention will be given to the operation of making silk, and the extracting of sugar from the beet.

The foundation of a valuable library is already commenced; and such pledges have been received from friends of the institution, as ensure its very great increase within a short period. Apparatus has recently been procured illustrative of astronomy and natural philosophy.

The academic year is divided into three terms—the first commencing on the last Wednesday in April, and ending the first Wednesday in August; the second commencing on the first Wednesday of September, and ending the Wednesday before Christmas; the third, on the Wednesday succeeding the first of January, and ending the last Wednesday in March.—*Catalogue.*

GOOD RESOLUTION.

The following sentiment was passed at a recent political meeting in Westchester county.

We hope soon to see all parties and classes, without distinction, lending their "active co-operation" in dispelling the dark shades of ignorance. Let none be foremost, but let the whole join in a cause in which there can be but one opinion and one interest.

Resolved, That as intelligence, patriotism and virtue, have laid the foundations of our free institutions, and must continue to preserve them, the appropriation of the income of the surplus revenue of the United States, entrusted to this state, to the purposes of education, has our entire approbation and support: and as always in republics "knowledge is power," we will lend our active co-operation to every measure of the kind, calculated and designed to render the whole community wise, powerful and happy.

THE BOOK OF COMMERCE.

This is a very interesting and useful school book, just published by Uriah Hunt, Philadelphia. It is of the size, form and appearance of Parley's First and Second Books of History. It has a map of the world, and is interspersed with numerous engravings illustrative of the various subjects treated upon. A complete history of commerce, and a description of the manner of carrying it on, with an account of all the different articles of trade, are given. Many anecdotes and affecting historical facts serve to make the book one of peculiar interest to children and youth. At the bottom of each page are questions relating to the subjects above. A condensed chronological table is annexed. The book is

adapted to the capacities of scholars of from nine to fourteen years of age. The following are some of the principal heads: *Articles of food, drink and clothing, wares, pearls and precious stones, metals, coals, woods, fisheries, miscellaneous productions, facilities for prosecuting commerce, &c.*

THE PROGRESS.

We make an unusual number of extracts this month, and are highly gratified that we are enabled to do so. Two years since, and common schools were unnoticed in the columns of our country newspapers. Now, we can scarcely take up a newspaper without finding the attention of the public called to the importance of universal education, or some discussion relating to the subject.—This plainly indicates the march to be onward.

A GOOD EXAMPLE.

Mr. R. R. Rood, of Mooers, Clinton county, pays \$60 a year to his common school; three years since, he built a school-house in the district at his own expense. He asks his neighbors to send their children to school, and charges them nothing. That his school may be made the more instructive, he has introduced the "Useful School Books." Is there not an individual in every district who could do much to raise the character of the school, *if he would try?*

SCHOOL BOOKS PUBLISHED AT THE DEPOSITORY.

Farmer's School Book, a reading class-book; Political Economy, an easy reading book for schools; Town's Spelling Book; Town's Analysis; Help to Young Writers, a work on rhetoric; Constitution of Man, abridged for schools; Pratt's Exposition, of the Constitution of the U. S.; Girl's School Book, No. 1. a reading class-book; Citizen's Manual, a text book on civil duties.

These books may be had of Robertson & Pratt, booksellers, New-York city; Uriah Hunt, Philadelphia; D. Burgess & Co. Hartford; A. A. Lane, Bridgeport, Ct.; E. Taylor, teacher, Annapolis, Md.; E. Webb, Anderson, S. Carolina; Bennet & Bright, Utica, N. Y.; and of most of the booksellers throughout this state. Mr. Roscoe, editor of the Westchester Herald, has a few copies of each.

A Teacher of our acquaintance, a graduate of Union College, wishes to get a situation in an Academy or High School. Satisfactory references can be given. A liberal salary will be expected. Apply to the editor.

Steam-Press of Packard & Van Benthuysen.